



# GÖTEBORGS UNIVERSITET

## Department of Social Work

*International Master of Science in Social Work and Human Rights*

## Challenges of Integration: A Case from Human Rights Perspective.

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**Author: Geraldine N. Silva**

**Supervisor: Anita Kihlström**

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This project has been a labour of love for me and my endeavours in going back to school after so many years of never being in the university again since I finished my Bachelors degree so many years ago.

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## Abstract.

This is a qualitative study on a case concerning the challenges of integration from the immigrant's experience. This case looks at the issues of social and economic context from the human rights perspective and utilizes the rights approach to address social issues. The setting of the study is in Goteborg, Sweden. The focus of this study is on legal immigrants, long term residents or those who have the legitimacy of status and therefore considered as stakeholders of society in the rights context.

In the summer of 2013, this study took place and two sets of interviews were carried out. One was with a professional from an NGO who works with immigrants in their communities. The other interview was for a focus group where all the participants in the study were interviewed in a gathering to air their opinions, express their views and answer questions on integration and the challenges with integration.

In the context of social work, the social development perspective is used to make an assessment to understand the social conditions and the situation of those who participated in the study from account of their experiences. The social and economic issues identified from the findings are addressed because of the highlighted implications for human rights such as, the right to work, the right to a decent standard of living, rights not to be discriminated against. The rights based approach (RBA) is applied in the discussion as a strategy and tool to the issues considered as challenges for integration from a human rights perspective in this case.

**Key words:** Immigrant, Integration, Challenges, Human Rights

## **Dedication:**

To Papa, you are the guardian angel forever.

**F**or the everlasting and loving memory of our father  
Emmanuel and to his descendants, George and Jamal.

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## **Abbreviations**

CESCR	Convention on Economic, Social and Cultural Rights
DRD	Declaration on the right to Development
ECHR: .	European Convention for the Protection of Human Rights and Fundamental Freedoms
EU	European Union
HRE	Human Rights Education
ICESCR	International Covenants on Economic, Social and Cultural Rights
MIPEX	Migration Integration Policy Index
NGO	Non Government Organization
OCASI	Ontario Council of Agencies Serving Immigrants
OHCHR	Office of the High Commissioner of Human Rights
RBA	Right Based Approach
SFI	Swedish for Immigrants
UDHR	Universal Declaration on Human Rights
UN	United Nations

# **Chapter 1. Introduction**

This chapter presents the background of the study, the research questions and aim, and an idea of the context of welfare state in Sweden and globalization.

## **1.1. Background of the Study**

In May 2013 there was a riot in Sweden. This social unrest brought the country to the forefront and the attention of International News media about what is going on with the Integration of immigrants.

Gothenburg the city where this study was done was relatively quiet and not affected during the events of the riots that engulfed most other major cities with a significant immigrant population in the country.

According to this media report from The Economist, (May 25, 2013): The rioting which erupted in Husby was not as violent and widespread as those in Paris in 2005 and in London in 2011. But the way rioting soon spread across the country has shaken local residents and politicians, exposing what is considered long time by many people already as a failure of the society to integrate immigrants.

The buzz word or what many people are saying in secret or in the open about this incident - the rioting that took place is 'injustice, inequality or discrimination.' Hence, there is case for human right where there are issues concerning injustice, inequalities, discrimination and such related problems.

This recent development raised my interest and motivation for this study on the challenges for immigrants with integration from human rights perspective. I chose this perspective because I am a scholar of human rights.

On the case of immigrant population, Sweden is considered to be a country with quite a significant immigrant population of people coming from other countries to live in Sweden. There is migration in and from around neighbouring countries over the years, with people coming from the other Scandinavian countries and also from Finland to live in Sweden. There is also immigrant population coming from the EU member states and from around Europe. Refugees, Asylum seekers, International students, people with work permit visas and their family members from around the world, also make up the immigrant population in Sweden.

According to Dingu – Kryklund (2007): The picture of the diversity in the Swedish population can be described that by between the 1900 and 2003, the figures for the foreign born has risen steadily, from a ratio of less than one in a hundred in the years before to one in eight as of now, with recent counts.

There is pertinent issue of the social and economic gap in the society relating to immigrants. These are visible indications that show symptoms or signs of a divide in the society with the overall outcomes of the immigrants in comparison to the native population or those born in the country or originally from there.

Publication from the Social Report 2010 (*Socialstyrelsen*) shows that Poverty increasingly is more concentrated to immigrants. In 2007, 60% of social assistance recipients in Sweden were born outside Sweden.

Integration is a well known issue in the public discourse. Studies have been commissioned on the subject, many official reports written on the matter. But there is almost no emphasis or little written on the issues in regards to human rights. This is what this study is all about. It intends to bring out the issue of integration from a human rights perspective, by looking at the problems from a lens with the approach of human rights. These are issues that affect individuals, groups, communities and in fact the entire society as a whole. There is a public statement or action from the government on integration. Hence, there is a ministry or government department assigned to integration.

Integration is by all account a fundamental issue for human rights. Given that there are concerns and issues that affect the human being.

The OHCHR points out that human rights are inherent to all human beings, regardless of their nationality, location of residence, gender, origin, ethnicity, religion, colour, race, language or any other status. Everyone is entitled to the human rights without discrimination and all these rights are interrelated, interdependent and indivisible. Universal human right is assured by laws, signed treaties, general principles and guidelines. These laws clearly lay down obligations for governments to follow, abide by and to avoid infringing on or breaching these laws to protect the individual and group rights of people.



## **1.2. Research Question and Aims**

The aim of this study is to examine integration and to find out what the challenges are, relating to those issues from the human rights perspective. Human right is universal. It is an obligation to ensure and protect rights of everyone. Integration is therefore contextualized in this case to mean the right for everyone to participate and enjoy those socio economic activities and opportunities available for them in the society that is required to meet the human need for the fulfilment of rights which valid and legitimate.

The research questions are:

- What are the challenges of integration from immigrant's integration experience in a social and economic context?
- What issues have implications for human rights and how can the perspectives from rights approach address those issues?

## **1.3. The welfare state in Sweden and globalization**

Sweden is a welfare state according to Esping-Andersen's typology of welfare regimes.

The country operates a social democratic welfare model that is considered as very generous with benefits and services for the people. (Lindbom, 2001; Legrain, 2008)

The welfare state in Sweden is funded with taxation and it is rated among the highest in the world, when in comparisons to other highly developed and advanced countries and economies around such as the United States of America, or the Mediterranean and southern European countries. In characteristics this welfare regime is universal, with strong government orientation, a lot of bureaucracy and management, sustained by a high tax burden on the state and the people.

The impact of globalization in the world's economy have also been felt in Sweden with the mobility of labour and the production of goods in other places for cheaper cost of labour and services. This development has put restrictions on the amount of taxable goods and services that otherwise the welfare state depends on.

But so far there is not much significant difference in the welfare state, other than some cuts in spending, means tested benefit and people have to qualify for benefits in order to access services based on their contributions before to the system (Lindbom 2001)

Unemployment is the new face of the Swedish labour market since the recession in the early 1990's that affected the economy. Discrimination is also widely reported in the labour market to do with the rates of unemployment and underemployment among foreign born or immigrant population. There are gaps in matching jobs with qualifications and also gender disparity in the labour market participation. (Ljung, 2009; Wiesbrock, 2011; Brekke & Borchgrevink, 2007)

On the whole, poverty level in Sweden is being controlled and managed by the welfare state to prevent people from falling into absolute poverty or the same levels of poverty as related with experience of people living in Africa. Unlike in the developing countries where there is no such safety net functioning in the same capacity as the organized welfare state that is available in Sweden whereby the vulnerable are protected from the hardships, difficulties such as unemployment and sickness could mean serious catastrophe for an individual or a family. Lindboom (2001, p.9) noted this about how the welfare system in Sweden takes care of the people that: "after analysis and evaluation of the changes in the system with replacement rates, de-commodification, the conclusion is that the welfare state in Sweden is still relatively generous."

## Chapter 2. Literature Review

The literature review takes on what was written on issues related to the topic of Integration and the challenges facing immigrants in Sweden.

Most of what is written on Integration is focused with the issues of employment, gaps in the labour market and socio economic aspect of integration.

The limitation and weakness of the publications available on Integration, is that they are too much focused on employment, economic issues of the immigrants. Some of the publications was about illegal immigrants or related to the issue of gender, youths or about certain ethnic groups in Sweden. The focus on this paper is not limited to people of certain ethnic group or gender, and neither is it about illegal immigrants.

The literature review is categorically divided into two themes for their relevance and the relationship to the topic. The themes are: The Outlook in Sweden and the European Agenda. These themes consists of policy statements and data materials from government and legislative sources, academic writings on the issue, social perspectives, media reports on the issue. Documents and reports related to the policy statement concerning integration both at the national and continental (EU) are important, because the implications for human rights on those challenges of integration has everything to do with policies and legal context.

### 2.1. The Outlook in Sweden

Integration is a government policy in Sweden. There is a government department or ministry assigned for it. The Government Ministry of Integration and Gender Equality publication on their factsheet 2009 clearly outlines the Swedish Integration Policy. (Swedish Integration Policy 2009) The Swedish integration policy has the goals of equal rights, obligations and opportunities for everyone, regardless of ethnicity or cultural background. This policy involves collaboration from different government agencies that have their own clear cut out roles and responsibility to play for integration. The Ministry of Employment (*Arbetsmarknads departementet*) has the main responsibility, the Ministry of Integration and Gender Equality takes care of the government work on Integration and the Swedish Public Employment Service (*The Arbetsförmedlingen*) supports the unemployed people regardless of their background.

The Integration policy involves the introduction of new arrivals to Sweden, Swedish citizenship, combating discrimination and racism, promotion of democracy and human rights, urban district development, education and the Swedish language skills. The processes and strategy for achieving these goals are clearly set out on the Government publication on Integration. (Fact sheet from the Ministry of Integration and Gender Equality 2009.) There is new legislations and law now in place, for combating discrimination. The Anti-Discrimination Act, (*Ett starkare skydd mot diskriminering*) was enacted on January 2009, cited from <http://ec.europa.eu>

The qualitative studies on the issue of integration in Sweden by Brekke, T. & Borchgrevink, T. (2007) is about the labour market integration of the immigrants in Sweden. This is a description and discussion on the concepts of integration and on integration being a process. First of all, integration is used to express the way how an individual or group is fused into a larger unit. Secondly, the word integration can indicate also the goal of the process like saying 'well integrated society' and it is this part that the Swedish integration policy after 1997 has aimed at achieving. (Brekke & Borchgrevink, 2007)

The issue of integration is an ideal of reciprocal two-way adaptation between the host community (natives) and the immigrants in terms of the cultural aspects of integration, according to Brekke & Borchgrevink, (2007): This means that integration is a concept that is supposed to be an 'ideal' in that sense. But in reality, the question is to how much extent does the host community adapt or fulfil their part of this two-way process?

There seems to be friction in the relationship between the host community and immigrants. Hence you see the rioting, unrests and demonstrations going on.

Adaption comes with mutual understanding, tolerance and the attitude to incorporate everyone regardless of their backgrounds or origins. To make it the norm that it does not matter where a person comes from or what their name is, in order for them to obtain jobs, get promotion, or have access to opportunity and needs for social mobility within the system.

The analytical discourses of the Labour market Integration according to Brekke & Borchgrevink (2007) have 4 frameworks: Assimilation, Social Liberal, Social Democrat and Structural Discrimination. These 4 discourses were used for the definition of the problem, key concepts, causes, measures, normative elements, ideal situations, taboo issues, actors and arenas, peak period, other views and comments on the subject.

Brekke & Borchgrevink (2007, p.14) used data and statistics from government source available at the time of their publication to give description of the situation of the immigrants situation with employment. Those figures on paper showed that 80% of the Swedish born population was employed in 2005, the corresponding number for those born outside Sweden was 64% and over the last 10 years, this gap increased from 10% points or more than 15%.

Clearly there is a huge divide in the figure, data of unemployment history and record of people of adult of working age in Sweden. Immigrants or the people from a 'foreign background' are experiencing unemployment more than the native Swedes. The same situation applies to gender as well, in terms of employment record. Both the men and women of foreign backgrounds or the immigrants are less employed than the native Swedes.

Waisman & Larsen (2008) argued that attitude towards the immigrants matter in their earnings and income capacity and also concerning their welfare in the Swedish society. Negative attitude such as discrimination is reason for the income divide and a big gap in socio economic terms between immigrants and the natives.

Sweden is commended for its integration policies and the country has high ranking in that regards.

Wiesbrock (2011) addressed the issue concerning the highest ranking of Sweden by the Migration Policy Group in 2006.

In Sweden the main objective of integration measures is to promote the socio-economic inclusion and independence of immigrants within the context of a society based on the principle of diversity. Wiesbrock (2011)

Questions are raised by Wiesbrock (2011) about what is going on in reality with the immigrants regarding their outcomes in the labour market and in their socio economic activities and participation in Sweden. Whether the integration of immigrants in Sweden is a model for the European Union?

The Swedish policy on Integration is not restrictive like in other countries where there are strict conditions attached to the participation in the integration schemes or programmes for the immigrants to follow.

The problematic thing despite high ranking given to Sweden by the Migration Policy group is that behind the scenes and on the ground with what is happening in reality in Sweden, the immigrants are having problems finding jobs, staying long in the employment if they find any, and there are discriminations in the labour market that is affecting the condition and situation of the immigrants making them less active in the economy in comparisons to the natives.

The problem according to Wiesbrock (2011) is that in the labour market employers, both private and public entities practice direct and indirect discrimination against people of foreign background, especially those from outside the EU. It is common thing that these employers lack desire to employ people who are not native Swedes as a preference. This discrimination in the labour market is not just only limited to having access to the jobs, but also retaining the job or getting promotion on the job.

While Integration is a major issue of debate now in Sweden in the wake of the riots that took place in May 2013, but the immigrants are not a homogenous group. Given that the policies of integration targets immigrants and the label of immigrant is given to someone who has arrived or migrated from another country.

This raises the question of who the immigrant is and how long can a person be deemed as an immigrant considering the length of time they stay in the country or how does it imply to their family, 2<sup>nd</sup> generations or the children who are born in the country?

In Sweden there is sensitivity in the use of the word, “immigrant”

In Sweden the word ‘immigrant’ is not commonly used in government publications when compared to other countries like in Denmark or in Norway where such words have attached meanings to it. For example Norway and Denmark use the word like “foreign cultural background” which means “*fremmendkulturell*” or “people with foreign background” which means “*minoritetsbakgrund*” are all word that seems less palatable for official or government use in Sweden. (Brekke & Borchgrevink, 2007)

Historically, Sweden is a country that has been affected by immigration of both the inward and outbound migration of people coming into the country and people also leaving the country to go elsewhere. (Dingu-Kryklund, 2007)

At the present time also, globalization have had an impact in the demography of Sweden in terms of the diversity of people living in the country and their circumstances of arrival or why and how they come to live in the country. There are the International students, refugees and

asylum seekers and their families, people from other EU countries and other foreign nationals too who come to stay in Sweden for various reasons such as for work, family reunifications.

Many would normally consider Sweden to be an ethnically homogenous country and place that has not been affected by wave of migration. However it is not the case, because even those who consider themselves to be pure Swedes have had some form of mixed heritage which can be visibly seen in their last names or family names somehow if traced back. That is why it is always a constant question in terms of immigration in Sweden and elsewhere to understand long does it for immigrants and their generations born in the country to be no longer considered as immigrants. (Dingu-Kryklund, 2007)

Nekby, L. (2010) defined who the native is and the meaning of being a first and second generation immigrant in Sweden. Going by this definition, natives are those born in Sweden with two Swede born parents. First generation immigrants are defined as foreign born and therefore categorized by their country of birth. Second generation immigrants who have one parent born in Sweden are categorized according to their parent's region of birth.

During the research for materials like books, journal articles to use for the topic of this paper, it was discovered that there was not much available sources for reference focused on human rights perspective on the integration in the Swedish context.

However, this journal article "The global human rights awareness, education and democratization" by Anja Mihr (2009): provided a good source of knowledge and wealth of information about the concept of the human rights education. Giving a chronological account of events and developments since the 1990's after the end of the cold war, new world order that has led to the global awareness, recognition and acceptance of the human rights framework into government policies, political institutions, the work of the civil societies and NGO around the world as we see it today.

Mihr (2009) observed that in this day and age, the human rights principles is the bases for any modern democracy. Human Rights is not just the reference, but the fundamentals for political decision making process and for the civil society movements. The mandate of non-discrimination, the promotion of children's rights, the respect for people with disabilities and the elderly, the right to be free from want or the right to health and education is inspiration for many legal scholars and politicians.

Mihr (2009) identified migration as among the challenges facing human rights and its future directions today globally. As many people leave their homes to go to settle elsewhere may be due to situations and circumstance such as natural disasters, conflicts over control of the resources, climate change e.t.c

The UN estimates that by 2030, two-thirds of the world population will be living in urban areas and half will be youth or aged under 25. This shift in demographics will have implications for urbanization and also affect the school curriculums and HRE future design programs. (Mihr, 2009)

According to Sassen (2008), cited in Mihr (2009, p. 187): *"Migration and urbanization has already led to an increase in racism, xenophobia, and religious intolerance worldwide."*

Human rights will be faced with the future challenge in the task to guarantee every one the protection of their rights, regardless of citizenship status with the significant role that will be played by the governments, NGOs and International organizations.

## **2.2. European Agenda**

Publications regarding policy, statements and the agendas from the EU and what goes on in Europe are part and parcel of the discussion on Integration matters in the national scene in Sweden, given that Sweden is a member state of the EU.

The agenda of the EU on Integration are clearly stated out on these publications: The European Agenda for the Integration of Third-Country Nationals' 2011; The Zaragoza Declaration 2010; Eurostat pilot study on indicators of immigrant integration. 2011.

The recent development in the year 2011, on the European Agenda which is the European Agenda for the Integration of Third-Country Nationals' is a response to the request in the Stockholm Programme (2010) that requires enhanced coordination, improved tools and structures for knowledge exchange on Integration.

This includes the legal basis introduced in the Lisbon Treaty (2007) for support and incentives for the members states to take action that promotes the integration of legal residents of third-country nationals or those people from outside the EU residing in their countries irrespective of the harmonisation of legislation on the matter.



In 2010, Ministers and Representative officials from the member states of the EU agreed on a list of common indicators that will be used in evaluating and compare their national policies on Integration. This took place in Zaragoza, Spain on April 15-16, 2010. It is called the Zaragoza Declaration.

This development is very important to Integration because of the aim of the agenda, which is to bring their work on Integration together and create a forum for evaluation and comparisons of what they all do on the issue of Integration.

According to the Zaragoza Declaration, the policy areas that are relevant and considered priority as indicators are: Education, Employment, Social Inclusion and Active Citizenship.

This Declaration also includes a preparation of a pilot project on the exchange of national practices. The pilot project publication is “*The Indicator of Immigrants Integration. A pilot study*” (Eurostat. European Commission working papers 2011). This study shows that there are some significant integration measures in the labour market for Sweden; but there is still a gap in the labour market participation for the foreign born men and women when compared to that of the native Swedes with an income divide evident in the whole picture of the situation.

Publication and reports from the European Commission have also addressed the conceptual issues of integration in Europe.

Entzinger & Biezeveld (2003) conceptualized integration in their report for the European Commission. The address immigrant integration in social science context and the normative contexts of integration is discussed in this report, including elements of integration such as ‘Acculturation.’ This is a complex term to use because it is not just a version of assimilation. Acculturation refers to the phenomenon whereby immigrants slowly take over some elements of their cultural environment, but without totally leaving behind their original cultural identities from the past. You can see this manifestation when some immigrants still maintain strong ties with their culture, religion and members of their own exclusive communities. This contacts and ties have even been made more possible today because of globalization.

(Vertovec & Cohen 1999; Faist 2000 in Entzinger & Biezeveld, 2003)

Integration is conceptualized in terms of the definitions, policies, indicators or standards given to measurements or the benchmark of the idea of integration. These concepts comes from different social science perspectives, like from Anthropology and influences from political ideologies and different policy approaches that are used to describe integration in different

countries in terms of whether it is 'Multiculturalism' or 'Assimilation' that is on the agenda in a national context ideas of integration.

A standard for an 'ideal' integration process is impossible to set for these matters across the EU among policy makers. Given that there is a wide variety of factors that influence immigration and integration and also the immense diversity of migrants and huge difference of approach in each case for the countries involved. (Entzinger & Biezeveld, 2003)

There is a lot of emphasis on integration of the immigrants in Europe and the challenges are considered policy priority in recent times in the EU.

However, Human Rights is not part of the Framework. Given the absence of human rights in this context, this will have implications regarding rights for the immigrants who are to be integrated into the societies or countries where they live.

Sanchez, P. (2010) argues that the lack of human rights based framework within which the integration of migrants can take place is contributing to the growing loss of trust of migrant communities in the willingness of host societies to truly build a society based on equality, human rights and the respect for the rule of law.

The literature review gives information and provides knowledge about the concept and issues of Integration, both at the national level in Sweden and at the regional, EU level. The materials and sources contain up to date policy developments, agenda and perspectives on integration. However, there is lack of literature or publications dealing with integration from human rights perspective to address individual or groups and community issues facing immigrants such as discrimination, long term dependency on the social assistance, enduring unemployment, social mobility issues and address the issues from a rights perspective which is what the RBA is concerned with. Given that many immigrants are stakeholders too in the society and legal and long term residents.

## Chapter 3. Theoretical Framework

This chapter presents the theoretical framework used in conceptualizing the topic of this study which is to do with challenges facing immigrants with integration from a human rights perspective. These frame work or approaches are; the integration concept, the social development perspective and the rights based-approach are used to interpret the data and answer questions for the aims of the study.

### 3.1. The Integration Concept

In this paper, integration means: to be part of; to take part in or participate in a society, recognizable, functioning well, valued member or part of that society and having full rights of the country or place. However, Integration can have so many different presentations of the meaning or use of the word because it is a contested word in contextual, normative and meaning or understanding of its application, reference and use of this word.

According to Ager & Strang (2008) noted that Robinson, 1988 has described integration as a chaotic concept because it is a word used by many but understood differently by most indeed. Hence they suggested that this is an individualized, contested and contextual. There is no single definition that is claimed to be the only generally acceptable theory, model or definition of immigrant integration. The concept is therefore controversial and remains a hot topic for debate.

In the academic work relating to this field, going by what specialists or the experts in the field have written, all seem to suggest that there is no one definition to use for the concept of integration and the meaning is highly contested. According to Entzinger & Biezeveld (2003, p.6): *“Integration is often used as a term, but rarely defined as a concept.”*

Each writer on the subject comes up with something, shall we say their own explanation or sort of definition for integration.

According to Vasta in Algashi et al, (2009, p.21): *“Integration is often used in a normative way, to imply a one - way process of adaptation by newcomers to fit in with a dominant culture and way of life.”*

Other writers on the subject of integration see it as a two-way process of adaptation, involving change in values, norms and behaviour for both newcomers and members of the existing

society (Castles, et al. 2003, 14-15). While for some writers, integration represents a return to the principle of assimilation (Back et al. 2002; Entzinger 2003; Worley 2005)

In conceptualizing integration, there are different dimensions. These dimensions also have characteristics according to Granovetter (1973) cited in Entzinger & Biezeveld (2003,p. 6-7) There is the 'incidence' dimension, which itself included two separate characteristics: 'frequency' and 'intensity'. Frequency relates to the number of ties with their surroundings that an individual or a group maintains, as well as the actual contacts with others. Intensity relates to the nature of these contacts, and therefore to belongings and familiarity.

Entzinger & Biezeveld (2003) argued that: in this instance, frequency does not always necessarily correlate with intensity, because for example, someone might be spending 8 hours or more a day at work with their co-workers, but yet have more closer ties and familiarity with their family at home whom they do not spend that same amount of time each day with.

This can also be related to the situation of immigrants and with integration, because many immigrants may live in one country and surrounded always, year in year out by people from that society or their new adopted country now, but yet these immigrants might have closer ties or consider themselves to be more familiar with people at home, in their native countries of origin. Thus their bulk of contact lies outside their country of physical residence. (Entzinger & Biezeveld, 2003)

Given that integration is a concept that is highly contested, but one can have idea from the framework and concepts used by the different writers on integration. Ager & Strang (2008) used the conceptual framework of domains of integration to analyse integration.

Entzinger & Biezeveld (2003) used indicators for the Benchmarking in immigrant integration.

These implied some form of 'indicators' or areas to look at in order to understand integration. Ager & Strang (2008) calls it the 'domains' of integration framework.

These indicators are things like employment, education, language, citizenship, housing, security and considered in socio-economic, cultural, legal and political context.

The concept of integration has many purposes and use for in conceptualizing the subject such as for analysis, to compare, to measure, to monitor integration developments.

The four fields of integration and indicators from Entzinger & Biezeveld (2003) are different from that of Ager & Strang (2008).

According to Entzinger & Biezeveld (2003) the four field of integration are: Socio-economic; Cultural; Legal and political; Attitudes of recipient societies. These indicators, domains are somehow interconnected. The domain of the ‘attitudes of the recipient societies’ is very important to the other aspects or indicators of integration. Given that integration is not supposed to be a one-way process. In order to achieve successful outcomes for the integration agenda, the host community or the natives in the society have to be taken on board too. Hence, their attitudes matters towards the immigrants and how they relate with them in terms of mutual understanding and tolerance of their way of life. Integration is indeed a complex phenomenon that is not sufficient to be accounted for, if not taking into consideration many things, such as these indicators that are all very important, and interdependent for the immigrant integration.

In the conceptual framework of integration, Ager & Strang (2008) defined the ‘core domains’ of integration.<sup>1</sup>

*Table 1: Ager & Strang (2008). A Conceptual Framework defining Core Domains of Integration*

<b>Marker and Means:</b>	Employment	Housing	Education	Health
<b>Social Connection:</b>	Social Bridges	Social Bonds	Social Links	
<b>Facilitators:</b>	Language and Cultural Knowledge	Safety and Stability		
<b>Foundation:</b>	Rights and Citizenship			

These ten domains have interdependence and related to one another as to how successful or not to achieve immigrant, refugee integration.

The framework clearly shows the social, political, economic and institutional factors that determines and have influence on the outcomes or measures of integration in the society. Whether the policy agendas are successful or not, or the aims and objective of policy to be achieved have relationship to these indicators.

These indicators, domains explain integration. (Entzinger & Biezeveld, 2003; Ager & Strang, 2008) They are applicable and visible in the Swedish integration policy, the policy agendas have emphasis on; education, learning the language, employment and entrepreneurship issues, citizenship, measures taken to counter discrimination through enforceable laws and legislation, common basic values in a society with diversities, urban development.

<sup>1</sup> The ten core domains (Ager & Strang, 2008) reflect the normative perspective of integration showing the key components of integration and provides a structure for analysis of outcomes.

These are all aspects of the cultural, institutional, political, social, economic factors influencing immigrant integration and the policy agenda.

### **3.2. Social Development Perspective.**

Social development is used to conceptualize and understand the problems affecting people in the society as marginalised, stigmatized or excluded individuals, groups, communities and the actions that can effect change in society.

According to Jones & Pandey (1981) cited in Payne (2005, p. 217) “*Social development refers to the process of planned institutional change to bring about a better fit between human needs and aspirations on the one hand and social policies and programs on the other.*”

The aspects of social development are: structural change; socio-economic integration; institutional development and renewal. (Payne, 2005)

These problems with the socio-economic situation of immigrants in the society have implications for globalization, in terms of poverty, unemployment, underemployment, low wages or long term dependency on social assistance.

The role of the government, NGOs, private organizations and associations are explored in social development on how policies, programs and partnerships can help to mobilize people, organize individuals and groups to take action and do something about the social issues.

Recognizing the need for social policies and programs that can address these problems, the term ‘social development’ (or ‘human development’ as it is sometimes known), has been employed to connote efforts to challenge the problems of poverty and deprivation directly by harmonizing social policies with economic development. Social development is made up of combinations of projects, programs, and interventions undertaken by governments, international development agencies, nongovernmental organizations (NGOs), and local community groups. These activities are primarily focused on material welfare goals such as poverty eradication and raising living standards, but social development is also concerned with inequality and social justice, which are widely regarded as inseparable from the promotion of material well-being for all.

Why use this approach to conceptualize the challenges of integration for immigrants in the Swedish society?

Sweden is a highly developed and industrialized country with advancement in technology and economic power in trade. The issues affecting the immigrants can be analyzed in socio economic terms because people living in the country, like in other advanced nations are commodified, valued in terms of their relationship to the labour market and status in the economy.

Globalization has been occurring through both expanded trade in goods and increased movement of factors across countries as exemplified by the phenomena of capital and technology flow, foreign direct investments and migration. At the same time, as globalization has increased, labour market in many advanced economies has shifted away from less-skilled workers toward those with more skills. In many advanced economies this trend has produced a widening of the gap in wages between the two groups, of workers, along with rises in both income inequality and unemployment, primarily among the less skilled. This rise in inequality potentially has adverse social and economic consequences.

It is therefore very important to look at things with those lenses regarding the relationship and situation of the immigrants in the economy, in order to conceptualize the challenges of immigrant integration. How to deal with poverty and social exclusion and conceptualize those issues is the main issue for social development in both the developing countries and in rich countries. The approaches to development is focused on issues of poverty, employment and enterprise, particularly social enterprise, issues of diversity, ethnicity, colonialism, and technology, sustainability, gender and urbanisation. Many of the issues in social development concern poverty, gender and ethnicity and its consequence for identity, either gender or ethnic or national identity. (Payne, 2005)

Developing the social capital, promoting social inclusion, capacity-building are all practice issues for this concept. The social capital and social infrastructure are important resources in society that needs development, requires investment. The social capital from the immigrants is wasted, diminished, unaccounted therefore, when a significant part of the population like that are affected by poverty and structural problems of inequality. Social inclusion in this concept aims at how individuals, groups or people and communities who are marginalized, stigmatised or excluded can come together, participate in opportunities, share and use resources to have roles to play in their society. Capacity building focuses on the strengths, potential, talents that people have, to enable and empower them.

Indeed, this concept framework have provided the basis for conceptualizing the issues of poverty, inequality and structural problems in society for marginalised, stigmatised and the excluded people and also give laid out strategy in the framework on how to deal with the challenges.

### **3.3. Right based-approach (RBA)**

Human rights perspective is introduced as a concept in this paper with the right-based approach. Given that the topic of this paper is: the challenges of integration in the Swedish society, from a human rights perspective. These challenges have implications with poverty, structural inequality and discrimination for the individuals or group in the society. Thus, the rights-based approach is employed as a framework in this paper.

According to the Social Report (socialstyrelsen) Publication 2010, poverty is increased and more concentrated to immigrants. In 2007, 60% of those who received social assistance for five years or longer were born outside Sweden. There is ethnic residential segregation in the big cities in Sweden, including Goteborg, the city where the case for this paper was taken from. This problem with ethnic segregated neighbourhoods in residential areas is that it has implications for isolation and other social problems such as chronic unemployment, exclusion for the people living in certain areas and neighbourhoods, who mostly the immigrants or people from foreign background.

Ethnic and economic segregation are connected. The Social Report, 2010 found that in neighbourhoods with almost exclusively visible minorities, barely 30% of the working age residents earned their own living in 2006. This means that the remaining 70% were students, unemployed, early retirees, on sick leave or receiving social assistance. People with incomes below the relative poverty line (60% of the median income) were heavily overrepresented in these neighbourhoods.

Human rights is important to the issues affecting immigrants in the society due to discrimination, segregation, barriers in meeting their socio economic needs, racism, isolation and other factors.

*“Human rights are universal legal guarantees protecting individuals and groups against actions and omissions that interfere with fundamental freedoms, entitlements and human dignity.”* OHCHR 2006.



A human rights-based approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyse inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress.

The RBA (Rights based-approach) came into effect as a measure to deal with the challenges of human rights, especially to with poverty and the inequities in society, marginalization and the lack of power of the affected people by the human rights violations to challenge their situation, to provide effective remedies to problems.

In the past, the concept was meeting need (Needs Approach) and now there is a shift to RBA. This shift in perspective has direct implications to the issues affecting the immigrants. According to the UN Common Understanding on Human Rights-Based Approach (2003)

- The goal of any human rights-based work is the full realization of human rights
- Human rights standards and principles should guide the process aiming at realizing human rights
- Develop capacities of the duty-bearers to meet their obligations and of the rights bearers to claim their rights.

The human rights-based approach defines rights as entitlements that belong to all individuals regardless of race, ethnicity, location or any other factor. All humans are considered right holders and the state as the right bearers who have to ensure these rights. It is the duty and obligations of the state, their representatives to meet the obligations. It does not have to be confrontational, although legal action can be sought by right-holders as a remedy for violation of human rights against duty bearers.

Responsibility for meeting human rights obligations depends upon the state. This responsibility includes all the organs of the state such as parliaments, ministries, local authorities, judges and justice authorities, police, teachers or extension workers. All these are legal duty-bearers. Every rights-holder has the responsibility to respect the rights of others. This implies that that every individual or institution that has the power to affect the lives of rights-holders is a moral duty bearer – the greater the power the larger the obligation to fulfil and especially to respect and protect the human rights of others. In this sense private companies, local leaders, civil society organisations, international organisations, heads of households, and parents, and in principle every individual are moral duty-bearers.

(Boesen & Martin, 2007)

In seeking remedies to human rights violations and problem solving, the RBA critically conceptualized the relationship between the ‘rights-holders’ and the ‘duty – bearers’ in their obligations and how to bridge the gap between these actors.

The principles and standards for the RBA come from the treaties, conventions and all the binding documents of International Human Rights laws.

RBA offers a clear framework to follow, as well as an element of legitimacy because it is based on internationally agreed laws and standards.

A table to show the shift in approach and what this means.

The Shift to Rights Based – Approach. (Boesen & Martin, 2007)

<b>Charity Approach</b>	<b>Needs Approach</b>	<b>Rights-Based Approach</b>
Focus on input not outcome	Focus on input and outcome	Focus on process and outcome
Emphasizes increasing charity	Emphasizes meeting needs	Emphasizes realizing rights
Recognizes moral responsibility of rich towards poor	Recognizes needs as valid claims	Recognizes individual and group rights as claims toward legal and moral duty-bearers
Individuals are seen as victims	Individuals are objects of development interventions	Individuals and groups are empowered to claim their rights
Individuals deserve assistance	Individuals deserve assistance	Individuals are entitled to assistance
Focuses on manifestation of problems	Focuses on immediate causes of problems	Focuses on structural causes and their manifestations

This framework clearly outlines the approach and the application to human rights issues. This approach in practice brings together human rights framework and the development work.

In practice, this concept provides mechanisms on how to conceptualize intervention and the response to problems in human rights and development through fundamental principles. The fundamental principles are; inalienability, indivisibility and interdependence of human rights; empowerment and participation; equality and non-discrimination; accountability.

The RBA is indeed a concept that also have clear guideline practicality and applicable in solving problems for individuals, groups and the communities affected by human rights issues; and also the perspectives from Ager & Strang (2008) 'domains of integration'; and also Entzinger & Biezenveld (2003) 'four fields of integration' will be applied to this case for the analysis, conceptualization of the problems or issues from the findings and in the discussions about the study.

## Chapter 4. Methodology

This chapter presents the methodology used in this qualitative study about the research design, the study participants, the interview process, data process, analysis tool, validity, reliability and generalization, ethical considerations.

### 4.1. Research Design.

This study employed the use of the qualitative research method of interviews, to gather empirical data and information on the issue that was being investigated.

*“Qualitative research is a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.”*

Denzin & Lincoln (2011, p.3)

Aspects of qualitative study employed in this study include interviews, recordings and notes taken for the study. The people were studied in the own environments taking into account their activities and experiences in the community, society and how they relate to these things.

The approach used for the inquiry is a case study.

Case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real life context when the boundaries between the phenomenon and the context are not clearly evident. (Yin, 2009)

This study explores the experiences and account from these study participants who are facing similar situation or shared experiences on their challenges of integration in the Swedish society. The place of the setting of study is in Gothenburg, Sweden.

The use of interviews was employed to gather information, collect empirical data for the study that took a short period of time, a cross-sectional study in description of the time frame.

The rationale for this using this research design for this study which involves an interview and also a focus group, as well as recording and note taking is that this case is a complex situation

concerning integration which is a highly controversial issue. This method applied is the best to capture individual stories as well as group perceptions of how a gathering of people in similar or familiar circumstances tell their story and give accounts of their experiences which will shed light into better understating of their situation. In other words this study presented a very good opportunity to really understand integration and make the connections with human rights from issues concerning stakeholders in society.

In the process of undertaking this study, consideration was made to keep an open mind on what will come out from the interviews and not to become judgemental from what have previously been read from the literature review or any knowledge of the issue from other sources beforehand. This is in order to have deductive and inductive reasoning for the interview and in the good frame of mind to absorb the knowledge without influence, bias or prejudices as much as possible from what is already known about the matter.

Patton (2002) noted that: *“Inductive analysis involves discovering patterns, themes and categories in one’s data, in contrast to deductive analysis where the data are analyzed according to an existing framework.”*

## **4.2. The Participants**

The sampling composition is made up of study participants from immigrant background who have direct personal experience of the integration in Sweden or working in professional capacity on the issue. They are all legal residents, either as permanent residents or citizens now and therefore considered as stakeholders in a rights perspective.

8 individuals in total participated in the study. One participant is a professional working in an NGO. Seven participants from around Gothenburg who have immigrant backgrounds and involved in one way or another in integration, participated as a focus group.

Focus group is a group interview or discussion. (Morgan, 1997)

It can consist of a small group of individuals from 6 to ten people who are present together to express their views, voice out their opinions about a particular topic chosen by the researcher. (Gilbert, 2008)

The strategy employed for contacting the participants was through the NGO that work with them or have come in contacted and know them as individuals who have ongoing experience with the integration now. The NGO is known for its work, organization of seminars, the management of projects, research work and providing services for people around communities

in Gothenburg. The NGO was therefore used for contacting the participants because they are in a position of access to the people who fit for the study.

### **4.3. The interview process**

Two sets of semi- structured interviews were carried out, with non – standardised questions presented to the participants and also two sets of interview guide was prepared and used for the interviews. Questions were made flexible to flow, going with the direction of the interview, especially with the focus group, taking into consideration that many people were present and could be trying to talk at the same time, interrupting each other and people having their own different views or perceptions regarding the questions and the topic.

One interview was done with the management of an NGO based in Gothenburg that works with immigrants on the issues of integration; another interview was for the all the participants in a focus group. An interview guide was used to keep track of the points and also as a reminder for what needs to be covered in the interview.

Interview guide is used for focused interview and will list areas to be covered while leaving the exact wording and order of the questions to the interviewer. In some cases, the interview guide will be made flexible in order to allow for the possibility of non-directive interviewing in which the interviewee's replies will determine the flow of the interview. (Gilbert, 2008)

The processes of the interview took two methods of a one-on-one interview and a focus group interview. Given that for one interview, it was for only one person who was asked specific questions pertaining to some issues of their special knowledge and capacity to answer, give their position as a professional in the field or someone with expert knowledge.

The second interview that was done for this study was for the focus group with all the participants present together in one place.

Interviews can be administered either one-to-one or to a group. In the one – to – one interview, respondents are seen individually; while for group interview, the interviewer or a group leader, guides discussions among a group of respondents. (Gilbert, 2008)

The setting of the first interview was in the office of the NGO. The interview took 45 minutes. One person was interviewed, who is in the capacity of a professional, working with the immigrants on issues of integration. The interviews were conducted in a comfortable

environment where both interviewer and participants felt relaxed and at ease to answer questions and to express themselves. Questions from the interview guide were asked in a flexible manner to employ the use of specifying, probing, direct, follow-up questions in order to elicit answers for more in depth understanding of the issue.

The setting of the second interview was in a basement meeting room of a local library in Gothenburg. This was for the interview with the focus group. The participants who responded to questions were eight. They were interviewed together, all in one place and at the same time as a focus group. The participants are in a position corroborate with one another on stories or their accounts because they have similar circumstances in one way or another and have used services from an agency to help them with one issue or another relating to integration.

The focus group characteristics is they may be more homogenous or comprised of people, participants or interviewees who share similar backgrounds, interests or connection to the issue or question posed in the discussion.

During the interview for the focus group, there were nine people in total present. The participants who are 8 in number, plus myself the interviewer. The personnel from the NGO acted as a co-moderator and in the capacity of a translator/interpreter there on hand if there were any problems with understanding of words or statement between the interviewer and participants. The interview was conducted in English, and everyone spoke fluently to the very good understanding of both the interviewer and all participants. The interview took approximately about 120 minutes.

#### **4.3.1. Data process**

The interview was audio recorded and later transcribed for the contents to be collected in paper document. The transcript was formatted into themes to highlight the direction of the answers given to the questions and what was said by participants during the interviews.

Highlights were made on each particular matter or point on the transcript and coded for analysis in a wider context and to match with what similar is said on the transcript, considering that there was a focus group with many people saying the same thing, and making the same points together or reiterating on what the other participant have said.

The participants were given numbers (1- 8) and their names coded. Coded numbers for their names on transcript of the interview on paper, beside their statements, remarks and what they

have said. The real names of the study participants was coded for the transcript as; A1, A2, A3, A4, G1, G3, G4, G5. This is for ethical considerations to protect their identities.

#### **4.3.2. Analysis tool**

The choice of analytical tool used is the thematic analysis. This is because the recurring themes or those pertinent issues that emerged and stood out the most after the data was transcribed were set into themes for analysis for the human rights implication regarding those issues. Thematic analysis allows the interpretive social scientist's social construction of meaning to be articulated or arranged in such a way with reliability as consistency of judgement that description of "social facts" or observations will come out. This is a pattern in the information that describes about the possible observations and also interprets aspects of the phenomenon. Boyatzis, R. (1998)

The themes from transcripts were given meaning from what concepts the respondents were understood to have pointed out, or what they were referring to during the interview. This meaning is given by the condensation of what the participants have said into shorter formulations. Long statements that were made were compressed into brief statements and then making sense of what is being said after it is rephrased in a few words.

#### **4.4. Validity, reliability and generalization**

This is a qualitative research. Non-standardised and non structured interview was used in the study as a source for knowledge and obtaining information about the issue being investigated. Qualitative studies have no measurement or tests to establish validity. Rather, it is the researcher who will ensure that there is validity and reliability in the knowledge from the report of the study for replication. (Kvale & Brinkmann 2009; Gilbert 2008)

The validity and reliability of the knowledge to give accurate description of the situation or phenomena being investigated is important.

Reliability means whether the result is replicable. Validity means whether the means of measurement are accurate and whether they are actually measuring what they are intended to measure. (Golafshani, 2009)

Throughout this study, great effort was made to check for clarity and accuracy in the data and information. Expert feedback was sought from the professionals on research work and



questions phrased or repeated again to seek for clarity in the findings, trustworthiness in the sources for knowledge and dependability in the study.

Triangulation was used to for cross-checking information, for a good understanding of the issue and the realities.

According to Denzin (2003) 'Triangulation' is the use of more than one method or source for data in the study of a social phenomenon by cross-checking the data. This helps to provide in depth understanding of the phenomenon and objectivity in reality can be captured.

For example, when reference was made to 'Angered' as a place for "dumping immigrants" by the participants, effort was made by the researcher to check for validity and reliability by using other sources of information such as cross checking with multiple sources and data sources, government publications to know the exact situation and have an accurate picture of what is going on in Angered. It was found that it is fact and true to the words, views and perceptions of the study participants that Angered is a place with high level of unemployment experienced among the residents of that community in Gothenburg, who also happen to overwhelmingly immigrants or people of visible minority population in the society.

Objectivity was maintained in the interview and the transcripts written out to match the exact meaning of the words of the participants. The focus group participants who were together during the interview also helped to corroborate and clarify information. The findings were put into themes, narrowed down for analysis.

The sampling population or number of participants in this study and the setting for this study is considered to be small. The study was done in Gothenburg. Although the immigrants Sweden may have similarities in their experience with the challenges of integration, it is important to also note that they (immigrants) are not a homogenous group. Considerations for generalization have to be taken for individual's or group circumstances.

This study is a case on immigrants who are legal residents in Sweden, currently involved or engaging in integration and have experience of the challenge with integration.

Advantage of the case study design is that the study can be more detailed and focused unlike if it were to be for a large sample. The disadvantage is that a case study is much difficult to make generalization from the findings. (Gilbert, 2008)

Reflecting on the problems encountered. Given that the study was conducted in a country over short period of time. There was no problem in this case with getting access to participants or finding people willing to help the researcher with information or to answer questions. There was also enough resources and good support from the NGO (Professionals working on the field) which made it easy to explore this topic. The only problem that was considered at first before the study was with language barrier. But in this case, it was not a problem because all the participants spoke English and also helped translate and explain words or anything in Swedish that the researcher did not understand.

#### **4.5. Ethical considerations**

The ethical principle and guidelines according to the ([www.codex.vr.se](http://www.codex.vr.se)) CODEX and Swedish Research Council was followed throughout this study. Ethical considerations and the awareness is a very important thing for research.

Gilbert (2008, p. 146) noted that: *“Ethics say that while truth is good, respect for human dignity is better, even if, in the extreme case, the respect of human dignity leaves one ignorant of human nature.”*

No one was paid for this study. No one was coerced, forced or pressured in any way to take part in the study. An introduction letter and consent form was given to all participants and made aware of their rights to participate or not, and to discontinue from participation, or to decline their consent at any time. (See the Appendix for copy of the letter and consent form)

An interview guide for the questions was given to participants before the interview to let them know. The focus group was made aware of the issue or topic to be discussed, the environment and setting of the interview as a group discussion and activity with other people. At the end of the interviews, the transcripts of the audio recordings, the data collected was handled with care for privacy and safety. The anonymity and privacy of the participants is protected. The data is used for only for this study purpose and destroyed after the study.

## Chapter 5. Result and Analysis

This chapter presents the findings from the interview and focus group and analysis for an interpretation of the answers to the questions asked and the opinions, views expressed by the participants. This analysis is backed up by theoretical perspectives from the integration concept, social development and human rights perspectives. The interview guide is an attached appendix.

### The participants profile and transcript coding of their names

A1	He migrated from Africa and has degrees from Swedish University and has lived in the country for 11 years. He is a manager at NGO working with immigrants and has also held several professional and management positions before with key national and international institutions.
A2	He is relatively new in Gothenburg for 2 years and he is trying to navigate the system which he finds very frustrating and complains about it. He lived in another part of the country for 5 years after migrating from East Africa as a refugee. He is married and has no children living with him.
A3	He came from West Africa over 20 years ago as a youth refugee. He was later on adopted by Swedish couple who are very wealthy and politically influential. Today he is a successful business man and company owner. He has bought a house and lives in the same exclusive and affluent neighborhood where he grew up, close to his parents who are now very old. He grew up in the family with other adopted children from other parts of Africa and they all remain a close knit family till today. He is passionate about immigrant issues and actively involved in helping them in the community.
A4	He migrated from West Africa 7 years ago. He is actively involved in community organizations as an activist and volunteer on issues concerning immigrants. He holds irregular jobs or short term temporary employment that is unsustainable and he frequents employment centers for job search and seeking information about the labour market.
G1	She is employed in a professional capacity as a youth worker. She migrated with her children as a single mother from West Africa 7 years ago.

G2*	She did not participate. No communication in Swedish or English. There was no interpreter for her language.
G3	She migrated from South East Asia 11 years ago to join her Swedish native husband. She has a job as a teacher in a local college. She is actively involved in the community as a volunteer and activist.
G4	She migrated from West Africa 5 years ago to join her husband. Her husband is the sole bread winner and they have 3 children. She is actively involved in her local community, volunteers her time to help other people.
G5	She migrated from East Africa 2 years ago to join her husband. She is attending SFI classes and has future plans for finding a job

## 5.1. Integration experiences

The study participants tell of different accounts of how they experience integration and what they do about it. It is also important to be noted that integration as a government policy is not mandatory in Sweden; hence people can likewise go about it in many different ways depending on their circumstances or individual needs. For example, Participant G4 came to join her husband in Sweden. She soon started having children once she arrived and since then given birth to 3 children in Sweden. She is very busy with her family responsibilities and looking after her children and does not have the time now to attend the classes to learn the language or to seek for any employment outside her home.

There are no penalties and restrictive rules set to follow for integration. Although measures are taken by the government to ensure that immigrants are getting integrated into the society by providing them with services oriented for integration such as language classes in the local communities. This is entirely voluntary and up to the individual to participate or not.

When asked the question, what does integration mean? Participant A1 responded that:

*“Integration means becoming somebody in Sweden. Getting yourself established in the society and living a normal life”*

Participant G5 said: *“Integration means getting work, something to do. Have a house to live, live in your own house and living a decent life”*

All the study participants in this case are engaged in one way or another in getting integrated into the Swedish society and making personal efforts and motivated. This is clear manifestation of integration in the process by economic, social, cultural and political participation. Among the activities specifically mentioned as the integration experiences are; attending the SFI classes, seeking for job and employment, taking up interest in meeting the native Swedish people and knowing about their culture and getting to know them, participation in civic duties and local political issues, charity and volunteer work.

On the findings about what the participants do for integration, the participants have all taken classes for the Swedish language, except for G4, who is unable to because of her family commitments and responsibilities at home. She is a housewife looking after her children and husband. Although she has not learnt the language, she is actively involved in the local community interests by volunteering, helping people in her church and meeting the local people in her spare time and this is what she considers as her own experience of integration and way of doing something for integration.

Work and employment is what the participants say is another important aspect of integration and what they do for integration. This is how they make money to sustain themselves and to become productive. Their families depend on their income and earnings to afford to live. Family is also an important aspect of their life and establishing roots in the society is significant to them.

Participant A1 responded to this on the work they do at the NGO: *““What we do here ranges from helping people to fill application forms. Liaison on their behalf with agencies and people. We also help them with things like buying houses or negotiations, doing business plans, helping people who want set up something like a business. We tell people of their opportunity, what is targeted for them like the initiatives or schemes and project to help immigrants.”*

Finding work and having employment is understood from the interview and focus group as an essential aspect of integration. What the participants are doing for work or career ranges diversely from a manager to teacher, entrepreneur and company director. While some of the participants have no jobs, or regular employment. Work is seen as a main aspect of integration. Social interaction with others in the society is also seen as integration. That is

why meeting people and involvement in local community matters is mentioned by the participants as among their experiences of integration.

Participant A2 say that he goes to classes to learn the language during the day, and in the evenings or night time, he goes to work. He say he is looking for a permanent job because of the condition of the work is currently doing is not good. He say he is doing this job now just for a survival.

*“You know that you have to do something here. This is what we do to survive. We don’t like it. But it is the system and there is nothing.”* Participant A2

Finding employment is said to be done by going to the agencies or government service for employment where there is a job bank, advertised positions that need filing. They make contacts there with employers who have advertised or interested in hiring someone. This process is done in Swedish and it requires filing out application forms, communicating with employers, attending job interviews.

Ways of finding jobs or how they have managed to secure an employment also varies for the people. Participant G1 said that she was approach many times by a woman in her area where she live, who kept on asking her to go and apply for a certain job, which she (participant G1) declined to do so on the prompt of this woman from her area. One day she agreed when this woman saw her again on the street and asked her to go for this job. She eventually applied for the job through the help of that woman, and she was hired. They say that some of the jobs are not advertised to the public and positions can be filled by such referrals from someone who works there or knows the place where they are looking for someone to hire for a job.

The social life of the participants or that aspect of their integration in the society varies due to opportunities, circumstances and the interests of the individual. The social life is important to them and also all the participants acknowledge this in their perceptions about how they will get integrated in the society. This is seen as a source of network and for solving problems that otherwise an individual alone cannot solve all alone by himself or herself without sharing with other people who have ideas or similar experiences. Social life includes such things as neighbourhood where the participants live, who they meet and interact with and who they consider as a friend or other person who is close to them.

The social life aspects is different for the participants because someone might be married to a native Swede and in that way live in the same house with their spouse and have more contacts

through that way with the native Swedes. Participant G3 is from an Asian country originally. She is married to a native Swede and have lived in Sweden for 11 years. She considers herself to interact closely and more frequently personally with the native Swedes. This is also made possible through her job as a teacher, where she meets all sorts of people from different backgrounds. But she still considers herself as a foreigner in her own words.

*“I am always a foreigner when you look at my colour...although you can call me red or yellow, but I am not white person. No...No...No.. (laughs) My skin colour sets me aside and that is why I am foreigner and I say this all the time.”* Participant G3.

Social aspects of integration can also be as third party or through assisting and supporting others to do things that the individual may not directly take part in. For example the Participant G4 who has contacts and some forms of regular interactions through her young children in the community. Participant G4 said: *“My children go to the day care. Everybody is there. They mix with other children. I am interested in what they do”*

Participant A3 said this about his social interactions on integration concerning his neighbourhood and where his family lives:

*“When I was growing up, as a young man, the police will always come to my house to ask questions whenever something is wrong in the area or there is a problem in the neighbourhood. They will always want to see the black man. But you know...my father will always tell them, yes you can talk to my son, but he is not what you are looking for and does not do any crime. I live now, not too far from my dad’s house. In this area, things have not changed much. You don’t see any black around or foreigners.”*

The participants interviewed said they participated in some form of group activities or some form of social contact and interactions with other people, or do something together with their friends in the same situations as them. They are the immigrants who want to be successful and progressive in their lives. They are sharing information, meet people and do things together to help each other, when a person they know needs such help. They say they are doing these things also for their family’s interest or because of their children, to ensure that they have sense of belonging in the society.

### 5.1.2. Challenges for integration

The findings show that the challenge of integration encompasses many things. It could be issues to do with jobs, finding employment, doing things in the society such as buying a house, renting a place to live, from the findings of the study. The participants have personal, individual needs and also community needs from what they say is a challenge to them for integration. This is about those human needs, ambitions, aspirations they have for integration. It is a human need when someone needs accommodation or a place to live. It is a human need when someone needs economic sustenance, to find job to support themselves, and be independent without depending on welfare or social assistance from the government when the person is able to work. Those needs are valid for every human being to enjoy their economic and social rights, to establish and consolidate themselves in their society.

According to Participant A1 on the challenges for integration: *“The problem that many people who come here to see us face is that they are looking for jobs.... they need something to do. They are not able to find jobs. Getting work is difficult. The situation is that they also don’t know their rights. There are all sorts of problems”*

The challenges are seen as a matter of rights, when the participants feel that they are denied something, stopped from doing something or getting something, treated in a certain way by others. The accounts of what the participants perceive as their challenges derived from their experiences at work, in the community, in the government offices or in other forms of contact with people in the society.

Participant G3 said this about her experiences of perceived discrimination or prejudice that she suffers at work: *“It is a problem to me when I can’t be taken seriously at work or what I say does not matter. Yes I have this job and I like it very much. I applied for the job and they took me. But whenever we are having a meeting and I say something, no one takes my idea. But when another Swedish person say the same thing, they will all accept it. It is a problem for me, because I am a foreigner. I know the way they treat me is different.*

*I also don’t think I will have this job or that they will accept me in this place if my last name is not ‘Anderson’ (\*not real name). Yes... this is a problem”.*

Participant G4 said this about her experience at her children’s day care: *“We have this experience, children go to the day care and some parents will take their children away. Because they don’t want to mix with the immigrants. Even in the day care they discriminate? Can you imagine that? The Swedes move away from area or neighbours who are foreigners. I*



*don't know how you will mix with people like that... with that kind of behaviour towards other people?"*

Some participants explain their frustrations of dealing with officials or people working in the offices. For example they say that when they go to some offices to ask or inquire about something, or to seek help, information on how to do something that they are required to do. They gave accounts of encounters with unhelpful or rude workers that treated them in a bad way because they are immigrants. This revelation is interesting because they say the culprits in some of their negative experiences with the officials or workers are visible minorities themselves or from immigrant backgrounds too, who should be expected to understand and empathise with another immigrant when in need of help from them. This experience is therefore considered to be like the victimization of an immigrant, inflicted by someone also from immigrant origins, who has power of authority over a vulnerable person.

Participant A2 said: *"The people who are themselves immigrants or from immigrant background are the worst. They will treat you with a very bad attitude and do not do anything to help you or even try to understand what you come there for. In the immigration office, the people who are themselves immigrants are bad. The Swede will help you, listen to you and try to do something for the problem...but these immigrant people themselves are the worst. If you can, do not go to them, seek for another person to talk to. They will just treat you bad."*

These experiences and account of challenges have issues to do with the bureaucracy or the way the system works. The process of doing things sometimes can be complicated for the immigrants, because they do not know or understand the system, they have no one to direct them or give them appropriate advice. The process and how it is done to find accommodation was mentioned as a challenge. This mainly is done by application to a central agency where all the landlord or apartments and accommodations are advertised. This is a problem for the participants who say that because it is only one place, that central place for applying for accommodation, you do not have any options, regarding where to apply, which areas to live in or even the type of accommodation you will get. They find it limiting to their needs for housing and accommodation, mobility in the society in terms of area of residence and who they come in contact with as neighbours or people living in the same area.

*"When you are black or immigrant, they say you go to Angered, Rymdtorget, Hissingen. That is where you will meet your people. That is where the foreigners live...."*

*In those areas is where they will send you... You go stay there ” (Voices in unison: Participant A2, Participant A3, Participant A4)*

The problem with finding accommodation in areas or places where someone who is an immigrant can mix with other people, like the native Swedes, especially among certain class or the well off people is said to be difficult sometimes, because the landlords will reject such a potential tenant when they see that he or she is not a native Swede. They do not want to have immigrants living in close proximity to them in that way. It is understood that suitable accommodation is difficult to find for some people since the availability of apartments have long waiting list in the system. In this way, immigrants may not have much option or control over their location of residence and choices of accommodation.

According to Participant A3 *“When my sister was looking for accommodation, my dad called some landlords and this one said yes, that he have a place to rent out. My dad said OK. And made an appointment for my sister to see the place. When my sister got there, the landlord noticed that she is not the person he spoke to on the phone. And he just said something that there is no apartment to rent. My sister went back to my father and she told him what happened. She did not get the place because she is not a Swede. They are only looking for people who are Swedes to rent the place to. You see, my dad will talk to them on the phone and everything is OK, different. But when you get there, the thing is changed.”*

Rights is something that the respondents say is a problem with integration. Their rights are not being respected and treated as unimportant. Rights is considered in this context as the human rights principles.

Participant A1 made this comment: *“We see a lot of people here who do not know their rights. They do not know anything at all about that. Their level of education is also problem. Remember that many of these people that we are helping here or working with did not have any education before at all before coming to Sweden. You see an illiterate in no matter the situation (which ever country or place they are at) because they don’t even know how to read or write anything. That is the problem. The level....”*

Defending their right is considered as something important and as a way of tackling with the people of racism, discrimination or any such perceived bad treatment against them in the society. The respondent indicated that they do something about it by talking among themselves about their experiences, sharing information and updates in about knowing what is

going on. This is why they like group activities or meeting together to share ideas and knowledge with other people in the same situation as they are.

According to Participant A3. *“When somebody ask me what am I doing here? Or looking at me like what is he here for? Sitting down with immigrants like this and things like that? I say to them that I am an immigrant myself. But I am very successful now. I can’t lie to you. I am OK. But I will like to do what I see I can.... for other people who need me to help them.”*

Information is shared among the participants and other people in their community as a means to obtain knowledge on common issues affecting them, dealing with common problems they have, and also for connecting with other people in the same situation.

Human right is not per say, something that is used in the context for the challenges of integration by the respondents as a strategy they know. Although the people take measures for human rights such as by making complaints over something they may not like that has been done to them, or by using other forms of protest actions to express their rights. Human right is also not implemented as a tool for work by the NGO, or articulated in that way as a strategy by the study participants. Right is important to the participants as they all said something about their rights and how it is important to be respected. The participant from the NGO, who is a professional and dealing with the problem also mentioned rights as being an important aspect of why people are treated in a perceived bad way because when they encounter such negative experiences, they do not know their rights or understand how to use it to remedy the bad treatments against them.

In conclusion to the findings from the interview and focus group, the participants have all experienced integration in different ways. This is expressed in their activities and involved in getting themselves to become part of the society by finding jobs, working, having professional careers, establishing thriving business, bringing over their spouses or family members from their countries of origin to come and join them to settle in Sweden. They are engaging in community activities such as volunteering, charity work, or in politics and other civic duties as citizens.

## **5.2. Analysis**

### **5.2.1. Concepts from the integration experiences**

The integration concept of Ager and Strang (2008) is all evident in this case from the findings showing that there are “indicators” with what the participants are doing on integration and from their activities. These indicators show that those activities that the participants have engaged in or have interest in, such as employment, education, language, citizenship, housing are all strong elements of integration. They are of social and economic context. These indicators showing that those activities are the necessary composition of integration and by so doing the participants are in the process of integration achievement.

Although the integration policy is not compulsory or mandatory in Sweden, but almost all the participants have engaged in the integration process one way or another for their own best interest and in the need to establish themselves in the society and become part of the society. That is why they are seeking for employment, learning the language, engaged in community activities such as volunteering and social interests with other people.

The findings on the activities that the participants engage in from the findings shows concept of Entzinger & Biezeveld (2003) “the four fields of integration”: socio-economic, cultural, legal and political.

The legal context is very much evident from the findings that it is the legitimacy for their activities. There is evidence of all the combinations to prove that integration is going on. Their integration activities are understood as legitimate for stakeholders and valid in the society according to this concept of “the four field of integration”.

Looking at the dimensions of integration (Granovetter 1973) cited in Entzinger & Biezeveld (2003): in this case the frequency and intensity are both not similar with all those interviewed for this study. Factors such as isolation, individual exclusion experiences before affect their frequency concerning number of ties with their immediate surroundings, friendship or relationship that individual has with others outside their own group and familiar people. Many of the participants talk about ‘not knowing the Swedish people’ in the sense of not having them as friends or for meaningful close contact and personal relationships like that. Although they may meet them at school, place of work and on the street, but it is not close or familiar relationship. This where the intensity comes in; given that the account of the participant indicate that they reach out to their people from their countries of origin when in time of

trouble, difficulties or in need of things. They also talk of such ideas like the need for them to set up networks and groups among themselves to share their experiences, come up with suggestions and ways to help one another instead of relying on their own individual capacity alone to find solutions to problems.

### **5.2.2. Challenging issues for integration from social and economic perspective**

The issues that pose a challenge for integration is understood in social development context as being problems affecting marginalised groups in the society such as the immigrants. Discrimination, housing problems and unemployment are challenging issues for integration most highlighted from the findings. They are made focus after the findings as the identified issues considered as challenges for integration. These issues are understood from social development context that when there is evidence of poverty, or issues to do with unemployment and underemployment. Then the economic, social and cultural rights all have to be taken seriously from a social development perspective which requires the commitment made to for social integration, in order to realise redistribution of wealth in society. This concept applies to those who are vulnerable and the marginalised groups, the working poor, unemployed, cultural minorities in a society. (Bernasconi-Staub in Reichert, 2007)

The housing situation is stagnation as a concern that was expressed during the focus group when the participants made reference to certain residential areas such as Angered for being known for high unemployment rate and large immigrant population concentration and some other areas and situation that they end up living in. This situation relates to what Ager & Strang (2008, p.171): refers to as the ‘markers and means’ of the conceptual framework defining the core domains of integration. Whereby housing plays a huge role in the determining factor of whether the immigrants feel at home or not for integration when you apply such measures as the quality, physical size, facilities of housing, along with the issue of financial security of tenants and where applicable home ownership to the equation.

This situation with the housing and residential areas issue presented a kind of scenario that does not allow much chance of mobility when someone find themselves trapped and they are unable to leave, and move on to better prospects of opportunities. Financial constraints and money problem also play a role in restrictions to renting suitable accommodation or living in

desirable areas. These issues go hand in hand with work, income and economic capacity. Obviously it is out of reach for an individual who has no job, or sustainable means of income to have the means to afford rent or cost of housing in expensive areas; or to have the means to explore social connections outside their social and economic level. These are all factors to consider when the goals of integration are not met.

Social and economic factors both have significant roles to play in integration. The issue of work, of not having employment and those related job issues for an individual or community have implication for poverty. There seems to be a trend of working in the 'black economy' for some immigrants from what the participants A1, A2, A4 have said, for those who are not able to find jobs through the normal process in the labour market and therefore using this means as a way of day to day survival. This situation is neither sustainable nor a means to escape the cycle of the poverty trap.

Language problem is an identified issue relating to the chronic unemployment or underemployment experiences for some participants in the study. This view was expressed by the participant working for the NGO who said that many people come to them to seek services with translation and interpretation, help with filling out forms and assistance in those areas. Many of their service users need help with paper work for documents, reading official letters and day to day communication issues. The knowledge of Swedish language is required for communication when dealing in some of the official capacities such as for job interviews, conversations with the employers. The SFI class is one of the initiatives from the government integration policy. The findings show that although some immigrants attend the SFI classes for the benefit and economic incentives they receive from their local authorities. This is the motivation for SFI according to some of the participants for those unemployed and receiving subsidy from the state.

It is noted from the findings on how most of the participants voiced their disapproval of the SFI classes and questioned its usefulness for actually getting a job after attending those classes. Some participants share these experiences of not finding any jobs at all even where the jobs did not require advanced level knowledge Swedish language to do the job. This situation they blame on discrimination or racism rather than for not having language skills because they say that many employers prefer workers who are non Swedish speakers, but from EU countries origins, or those people who share similar racial characteristics as the native Swedes.

What is evident from the profile of the study participants is that they all have different educational backgrounds and level of individual capacity in that regards. Some have post secondary education already like diplomas and degrees in their home countries. The individuals who had some form of advance level or post secondary education before migrating to Sweden seems to be doing well in terms of making progress in the integration process. The underlying issue is that the communication problem seems to be more of a challenge for those who are illiterates even before migrating to Sweden.

### **5.2.3. Issues to consider for human rights**

There are issues with implications for human rights to consider: the right to work; the right to adequate housing; the right to protection against from all forms of discrimination. These are all issues concerned with the human rights and can be addressed from this perspective. Where race, ethnicity, language is found to be the factor for discriminating against somebody or used as premise for exclusion, for example in jobs or for other opportunities. These are specific issues that human right deals with, within the framework. For example in the focus group, participant A4 narrated his account of where he was not allowed to start work at an employment after passing the interview and selection process with the company director. He was sent to the department where he was supposed to be working at and when he got there, he was clearly unwanted from the very first day of the job, from the treatment the he got from the manager and the other workers at this place of work. Given that there is no justification from this account for those actions against this person other than for it being racially motivated. There is a case for human rights there, when there are issues like that relating to discrimination. The areas for issues concerning human rights are highlighted with the appropriate human rights laws, legislations that address those issues. For example, issues related to discrimination can be addressed by the UDHR, ICCPR, ICESR and ECHR.

While there is a new law in place now since January 2009 (The Anti- Discrimination Law) that deals with discrimination in Sweden, this law does not go far to counter all the loop holes or excuses that could be used to be discriminate against someone. Hence, discrimination on the bases of ethnicity, immigrant background still persists and goes on still with the anti discrimination law in place. It is noted during the interviews that most especially the language, which is regularly used as an excuse to exclude or deny someone opportunities such

as getting a job. Undertones of racial factor and origins used also as reasons for discrimination no matter how subtle it comes across or when used against somebody.

To deconstruct these issues concerning discrimination from a human rights perspective, there is an issue with exclusion of certain people with accessing the resources or opportunities which should otherwise be accessible for them and everyone else without having any problems as legitimate members of the society. This form of deprivation in the context of rights perspectives is understood as not being caused simply by lack of resources, but it is often due to the consequence of a lack of access to resources for reasons of race or place of origin. According to the RBA, it is because of discrimination that some groups within society tend to suffer from multiple deprivations of rights. (Boesen & Martin, 2007)

The fundamental principle of equality of all human beings that is clearly stated in the UDHR is applicable to the interpersonal relationship that exists in the community or within the society between peoples of different backgrounds to ensure the respect and the dignity of the diversity and to counter those issues of discrimination like the exclusion, racism experienced by the immigrants.



## Chapter 6. Discussion and Conclusion

The chapter presents the case discussion about the research questions and the reflection on the study about what was learnt. The conclusion is enclosed in this final chapter.

### 6.1. Case discussion

To address the research questions about the challenges of integration from immigrant's integration experiences in a social and economic context and the implication for human rights on those issues, they will be addressed from a human rights context because it the perspective that the topic for the paper is about. The challenges for integration from immigrant's experiences as identified from the findings of this study shows that discrimination, unemployment are the major issues facing immigrants from their lived experiences which they accounted for in the interviews and focus group. These issues are also significantly consistent with what Brekke & Borchgrevink (2007) and Wiesbrock (2011) have written about the social and economic issues that are problems for the integration of immigrants in Sweden.

This study brought out firsthand account of what the lived experiences are about integration for the individuals who participated in this study about their social and economic experiences and a direct firsthand account of what they consider as the challenges for integration. In combination with what is already known before from the literature reviews and reports on integration issues, an idea emerged to show clearly what the picture is about, that are the issues for discussion.

The reason why RBA is applied to this discussion is to address issues or problems that are structural in nature and this is what human rights can address constructively and also it is the idea of context for this study from the very beginning to look into whatever the issues are concerning challenges for integration from a human rights perspective. Moreover, discrimination features extensively as a primary concern and issue affecting immigrants with their integration. Given that the mandate for human rights is of a legal in context and supposed to be inclusive of everyone in the society regardless of their origins, race, language, background or other factors of discrimination that is a major challenge for integration. The whole basis of the Universal Declaration on Human Rights according to the Article 7: *“All are equal before the law and are entitled without any discrimination to equal protection of the*

*law. All are entitled to equal protection against any discrimination in violation of this Declaration.”*

Unemployment is one most repeated problem or challenges and this is exactly the same thing that human right is addressing in the ‘the right to work’. This is how and why the connection is made with the problem of unemployment and the issue of poverty that is a challenge for integration for immigrants. Poverty which is a major manifestation of high rate unemployment is a primary issue of focus of the RBA. (Boeson & Martin, 2007)

The rights perspective (RBA) addresses challenges for integration of social and economic context through its framework approach that includes strategy, process, action plan, implementation and monitoring system. For example when the study participants talk of networking, mobilization among them to do something, help find solutions to their social and economic problems. This is exactly where and how the RBA comes in.

Human rights reinforce the demand that social and economic issues such as poverty reduction should be the primary goal of development and social policy.

Human rights require the process of formulating a poverty reduction strategy that includes identifying and targeting the most vulnerable for priority action in order to improve their situation. Human rights urge to look into the underlying root causes of discrimination that occurs against individuals, groups and people in the society that make them vulnerable to poverty. According to OHCHR, 2006; Boeson & Martin, 2007; intervention strategy is provided by the rights – based approach to socio economic problems affecting stakeholders (right holders) that they are obligated to by the duty bearers through problem identification, problem analysis, stake holder analysis, implementation of program, monitoring and evaluation. These steps are applicable to this case. How this strategy works is by the process of formulating a poverty reduction strategy to include the: identifying and prioritizing action to improve the situation of the poorest; Analysing the underlying power relations and the root causes of discrimination; ensuring that both the process and the concrete poverty reduction targets are consistent with international human rights standards; ensuring close links between macroeconomic design, sectoral initiatives, and governance components and principles such as transparency and accountability; ensuring a basic standard of civil and political rights guarantees for active, free and meaningful participation, including freedom of information and freedom of association; identifying indicators and setting benchmarks so that the progressive realization of economic and social rights can clearly be monitored. (OHCHR, 2006)

It will be noted for this topic that the issue of social and economic problem being discussed in this case is in Sweden, it is a highly developed and advanced country that is not the same thing as in the cases for people who are living in the developing world or poor third world countries where the level of poverty is that of absolute poverty. Almost all of the participants of this study have expressed views through comments implying that they left their countries of origin to come to Sweden to seek for a better life one way or another. They are in no way destitute or poor to the extent of the conditions of the places and countries they left to come to Sweden. There is safety net for extreme poverty in Sweden and measures in place to counter the level of poverty that is the case in third world countries. But all the same, despite this safety net of social security system available and the organized welfare state in Sweden, the issue is that long term dependency on the social assistance is not good thing for anybody's self esteem regardless. Adults of working age like the study participants in this case are clearly motivated and ready for economic and social integration and utilizing the RBA to help them meet their needs is a good measure. The RBA as a strategy is a good tool indeed to address these challenges for the inclusiveness of everyone in the society, most especially for the poor individuals and groups marginalised by discrimination and facing barriers in the society.

### **6.1.2. Reflections on the study**

It will be affirmed that the study went well in terms of having no complication with conducting the study for the part of the interviewing and focus group with the participants. It was not hard to find people willing to talk. Language barrier was not a problem in this case because almost everyone spoke in English and they also helped with translation of words in Swedish. Among the study participants are some people with advanced level knowledge of Swedish language.

Before embarking on writing this study, it was not easy to find materials to read up on concerning human rights on the issues concerning legal immigrants in Sweden. Although many degree reports and papers has been written on the issues concerning cases of illegal immigrants in Sweden, but one had to make the distinction as in this case to separate that idea on issues affecting the illegal immigrants with those issues affecting legal immigrants as in context of the rights perspective. It is always important to understand the fundamentals at

work, such as the legitimacy or rights of those individuals as either legal or illegal immigrants and therefore make the distinction for those two different situations when it comes to certain rights. Nevertheless, human right is supposed to be universal and undeniable in principle.

When comparing or relating this case with the other studies done on similar subject on integration in Sweden. This study relates with the issues presented in the labour market integration of migrants in Sweden (Brekke & Borchgrevink, 2007). The findings from this study reveal that the integration policy is not mandatory as Wiesbrock (2011) acknowledged that Sweden's integration policy is not restrictive. There is no penalty for the immigrants for not taking part in the integration process. This finding from this study reflects that there issues of dysfunction in the labour market and socio economic system indeed according to what Wiesbrock (2011) noted that: "from behind the scenes, there are problems with integration in Sweden, despite its high ranking on the Migration Policy Index".

Reflecting on the method used for the study which is qualitative, there is no standard measurement or way to test for validity. Rather what was done for this study is to make sure that information was cross referenced. It is a small community in Gothenburg and the participants corroborated with one another on their information and shared accounts of some event together and similar experience. In that way that pool of collective information from them resonates with fact. The focus group was perfect for the time management to carry out the study and the logistics considering going to do separate individual interviews at many different locations with that number of people involved.

Overall, this study on integration is an interesting topic that touched on the issues of human rights.

## **6.2. Conclusion**

This study have looked at the experiences of immigrants with integration and identified major challenges in the social and economic context and how the human rights perspective can address those issues.

The Literature review on the study provided an idea of the welfare state in Sweden and globalization issues, the policy framework concerning integration and also for EU regional

context on integration. The government publications were referenced to as a source for knowledge and the developments on integration agenda.

Findings from the study have revealed major issues as challenges for integration that have implications for the human rights. They are discrimination, unemployment and housing problem. The integration concept, social development perspective and the human rights approach provided bases for theoretical analysis and understanding of the issues from the findings. The rights based approach has been used in the discussion to address the issues with implications for human rights. The research questions are addressed in the discussion and the study outcome reflected upon.

Suggestion and policy recommendation will be to strengthen existing laws already in place such as the anti-discriminatory legislation, with the human rights perspective from the RBA to order to provide remedies and recourse for the incidents of discrimination.

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## **Appendix**

### **INTRODUCTION LETTER**

Date:

Dear Sir/Madam,

#### **Introduction letter for research.**

My name is Geraldine Nnenna Silva. I am a student at the University of Gothenburg. I am doing a research study in requirement for my degree report for the International Masters Programme in Social work and Human Rights.

The title is: **Challenges of Integration: A Case from Human Rights Perspective.**

I am interested in conducting interviews on the issues to do with Integration. I will like to ask questions to (Focus group) people who have experiences, problems or challenges with the Integration.

I will also ask questions to the management, professionals regarding NGO organizational perspectives.

The interview will take approximately 45 minutes to (1) One hour.

The focus group interview will take approximately 1 to 2 hours.

All ethical requirements will be respected and a guarantee that there will be no harm from participation in this research.

I am attaching a Consent Form to be read and signed by participants.

You can contact me or my supervisor if you need further clarification or information.

Your time and attention is highly appreciated.

Yours Sincerely,

(Student) Geraldine N. Silva.

Phone: 0722 906 866

Email: [geraldinensilva@yahoo.com](mailto:geraldinensilva@yahoo.com)

(Supervisor) Anita Kihlstrom

Phone: 031 786 5575

Email: [anita.kihlstrom@socwok.gu.se](mailto:anita.kihlstrom@socwok.gu.se)

## Consent Form

I have read the information presented in the introduction letter about a study being conducted by [**Geraldine N. Silva**] Masters student at the Department of [**Social Work**] at the University of Gothenburg.

I am aware that I have the option of allowing this interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview will be used in the thesis and/or publication for degree report, with the understanding that the quotations will be anonymous.

I was informed that I may withdraw my consent at any time without penalty by advising the researcher. All ethical standards according to the requirement will be followed. Ethical guidelines available at: [www.codex.vr.se/en/forskiningshumsam.shtml](http://www.codex.vr.se/en/forskiningshumsam.shtml)

With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

☐ YES ☐ NO

I agree to have interview audio recorded.

☐ YES ☐ NO

I agree to the use of anonymous quotations in the thesis or publication that comes of this research.

☐ YES ☐ NO Participant Name: \_\_\_\_\_ (Please print)

Participant Signature: \_\_\_\_\_

Witness Name: \_\_\_\_\_ (Please print)

Witness Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Interview guide for the (professional) NGO Management:**

- What does integration mean?
- How will a person / people become integrated?
- What are the challenges for integration in the society?
- What is the reason for these challenges and how is it the case?
- What strategies do you use to deal with, or to intervene with the challenges?
- Does it have implications for human rights?
- Is the human right an approach for the problem?
- Do you employ human rights as a strategy or tool to work on problems?

**Interview guide for the focus group:**

- What does integration mean?
- How can someone become integrated in the society?
- What is your experience of integration?
- Have you experience of the problem or challenge with integration?
- What are your challenges for integration?
- Does the challenge have issues of human right?
- What implication does the human right have with the problem?
- How can the human rights be used on the challenges or as strategy for integration?







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